DOCUMENT RESUME

ED 453 153 SP 039 948

AUTHOR Cole, Donna J.; Swann, Raymond
TITLE The WSU Field Placement Model: Incorporation of the National Field Directors Forum Suggestions.
PUB DATE 2001-02-00
NOTE 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (81st, New Orleans, LA, February 2001).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; Diversity (Student); Elementary Secondary Education; *Faculty Development; Field Experience Programs; Higher Education; *Partnerships in Education; Preservice Teacher Education; Public Schools; Student Teaching; Summer Programs; Urban Schools
IDENTIFIERS Wright State University OH

ABSTRACT

This paper highlights recent efforts to create a collaborative between Wright State University, Ohio, and public school partners. These efforts resulted in the creation of several partnerships with school sites which allow preservice teachers to be placed directly with selected clinical faculty in the buildings. Classroom teachers participate in a professional development sequence on mentoring preservice teachers and models of clinical supervision, including Pathwise/Praxis training. This joint venture, which includes school site interviews by a team of university and school partners, promotes higher quality field experiences by permitting flexibility and purposeful selection of placements. However, the University also wanted to provide interns with quality, culturally diverse placements as well as suburban placements. After posing the dilemma to the National Field Directors Forum, a solution was generated. This solution, which involves classes on diversity and placement of each student in two different diverse, urban secondary schools, was actualized in the 2000-01 school year. (Contains 14 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 453 153

The WSU Field Placement Model:

Incorporation of the National Field Directors Forum Suggestions

Presented at:

The National Field Directors Forum

With the

Association Of Teacher Educators

81st Annual Meeting
New Orleans, Louisiana
February 2001

Donna J. Cole, Ph.D.
Professor & Director
Office of Professional Field Experiences
Wright State University
Dayton, Ohio
and
Raymond Swann, M.Ed.
Partnership Administrator
Wright State University
Dayton, Ohio

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY:

D. J. Cole

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

SP039948

The WSU Field Placement Model:

Incorporation of the National Field Directors Forum Suggestions

This presentation highlights recent efforts to create a collaborative between Wright State University (WSU) and Public School Partners. These efforts resulted in the creation of several partnership school sites which allow direct placement of pre-service teachers with selected clinical faculty in the buildings. The classroom teachers participated in a professional development sequence on mentoring pre-service teachers and models of clinical supervision, including Pathwise/PRAXIS training. This joint venture, which includes school-site interviews by a team of university and school partners, ensures higher quality field experiences by permitting flexibility and purposeful selection of placements. However, the university desired to provide interns with quality culturally diverse as well as suburban placement. After posing the dilemma to the National Field Directors Forum, a suggested solution was given. This solution is being actualized this academic year.

The WSU Field Placement Model:

Incorporation of the National Field Directors Forum Suggestions

This paper focuses on the professional experiences of teacher education interns who enter the field from prior occupations or training. Teacher education candidates are immersed in an intensive fifteen-month program, which compresses the traditional three years of professional training into a full-time internship. We have learned some significant lessons to pass on to other teacher educators. In addition to professional competence, job stress, student conflict, family, and personal pressures these interns must handle, they must also learn and show performance of the Praxis III Domains and Criteria. An electronic portfolio demonstrates these nineteen criteria. Further,

Two objectives frame the paper content. These are:

1. To describe both the Professional Educator Program (PEP) and WSU partnership efforts; and
2. To explore WSU development of urban/suburban sites to address state/NCATE mandates.

As the twentieth century closed, educators were held accountable for school improvements that supposedly occurred during the last two decades. The public wants evidence that their schools are improving. The following renewal project provides such evidence.

Historical Overview of Wright State Redesign Efforts

Partners Transforming Education: School•University•Community is a process model to plan and articulate the simultaneous renewal of the education of educators and the PreK-12 sector. The College of Education and Human Services, Wright State University, has been formally involved in this ongoing process to bring about systemic change to PreK-higher education since January 1992. Partners Transforming Education has involved over 430 people representative of the PreK-12 sector, business,

human service agencies, the University, the military, and others to give input on the changes needed to create a new culture of collaborative educators responsive to society's needs.

Individuals from the PreK-12 sector working with this initiative are classroom teachers and administrators representative of school systems within the Dayton metropolitan region where WSU serves. Considering the amount of criticism aimed at the public schools conjoined with the growing concern about teacher education programs, educators can no longer work in isolation. The college has faced the challenge and invited not only the PreK-12 sector to join hands in problem solving, but has turned to the university at large and the community. The university and its allies will work collaboratively in building a program that will prepare more qualified pre-service teachers and renew PreK-12 and higher education faculties and administrators.

This concept of "simultaneous renewal" of both PreK-12 and Teacher Education surfaced as an essential component of advancement efforts. No partnership can exist where only one partner grows and benefits. As Goodlad establishes in Educational Renewal: Better Teachers, Better Schools (1994) working together must be mutually advantageous.

Partners Transforming Education is moving forward the newly designed teacher education curricula, a conceptualized post baccalaureate professional school model, and formally established partnership school sites within PreK-12 schools. Classroom teachers, school administrators, arts and sciences faculty, education and human services faculty, and community representatives will continue serving as integral affiliates in the ongoing process for renewal. All partners are actively involved in professional development activities and a redesigned governance structure. The College of Education and Human Services at Wright State University functions as one of sixteen member sites of John I. Goodlad's National Network for Educational Renewal (NNER) and is currently a selected member of the National Education Association's Center for Innovation, Teacher Education Initiative. These

initiatives contribute significantly to moving the college agenda forward by focusing our energy and resources on the college's fundamental commitment: "Working with others to better understand and improve the human condition."

The partner schools and districts also have an identified agenda of specific goals and improvements. The partnership goal focuses on moving the agenda of both parties forward

The University/School District Partnership Agreement

As suggested by the NNER, Wright State University develops a written partnership agreement with school systems requesting partnerships. The agreement serves as a working document to articulate the purposes and direction of the collaboration. The four partnership purposes established by the NNER and supported by the WSU Partnership are:

1. Creating and sustaining learning communities, which enables PreK-12 learners and partners to construct meaningful knowledge;
2. preparing educators;
3. providing professional development; and
4. conducting inquiry.

(Clark & Hughes, 1994)

After several drafts, the final working document was agreed upon by both administrations. The document clearly defines a mission statement:

The mission of the Public School District/Wright State University Partnership is the simultaneous renewal of teacher education and PreK-12 education (1998).

Other sections in the document include: Partnership Goals, Partnership Principles, Partnership Outcomes, Partnership Supporting Actions, Partner Commitment and Governance Principles. An Intern Policy Statement was attached to the document to assure clear understanding of joint expectations of the university students.

The Professional Educator Program

Wright State University is a metropolitan state-supported university dedicated to the educational, social, and cultural needs of the Dayton area with an enrollment of 17,000 graduate and undergraduate students. WSU is especially proud of the Professional Educator Program. The PEP is the culmination of earlier college efforts and membership in John Goodlad's National Network for Educational Renewal and the American Association of Colleges for Teacher Education. Relationships with these organizations served as a factor in the college becoming one of 18 college and university partners in the Teacher Education Initiative of its National Center for Innovation (NCI-EN).

The program uses the medical school model that permits a select group of postbaccalaurate students to practice the art and science of teaching in a clinical environment. The strength of the program is that the interns experience the total ecology of the school beginning the summer prior to and concluding the summer following the school year. The interns earn their teaching certificate (license) in fifteen months. They build on their undergraduate degree to become certified/licensed Ohio teachers.

The class consists of student interns who are housed in public schools. The interns include persons who have enjoyed professional success in the military, business, and other careers. Schoolteachers who voluntarily complete a workshop serve as clinical faculty members in partnership with Wright State University. The clinical faculty provides a learning laboratory that is rich in problem solving and collaborative teaching and learning opportunities. These clinical faculty mentors supervise the interns in cohort groups and demonstrate dynamic teaching. As a result, public school students in primary through twelfth grade gain from the fluid and cooperative interaction of professional educator interns, clinical faculty and other school personnel. The college will use information from the PEP and the experiences of partners to facilitate future involvement of other school districts in the region.

Wright State University, resides in Dayton yet borders Fairborn, thus formal relationships were established with the Dayton Public Schools and Fairborn City Schools in 1987. Dayton City Schools' student population is approximately 65% African-American while 34% share an Appalachian heritage and the remaining 1% reflect other ethnic groups. The environment, in which these students live and grow demands positive professional role models representative of the students being taught as well as diverse models from our pluralistic society.

Clinical Faculty Seminar

In alignment with the Goodlad philosophy and that of the WSU faculty, a seminar is offered for schools entering into partnerships. Those teachers completing the workshop are eligible to serve as mentors for an intern in the fall. WSU's president and provost agreed to sponsor the seminar (one credit hour) with no expenses to the teacher or district. The purposes of the training centered on:

- reviewing the partnership intent and identifying Governance Councils' structures;
- reflecting upon Goodlad's Educational Renewal (1994);
- identifying topics of interest for professional development (Topics were: Clinical Supervision, Technology and Alternative Assessment);
- identifying renewal projects for the school and individual participants;
- finalizing PEP arrangements at each site; and, most importantly
- developing trust and communication channels.

The workshop readings concentrated on Goodlad's Educational Renewal (1994) and other select readings.

Selection of PEP Candidates

Both clinical faculty and the university academic faculty viewed the selection of the interns as crucial to the success of the PEP. The steps for admission to the PEP involved: requesting transcripts sent to the Graduate Studies Office and the Certification Office (to be sure prerequisite coursework was

completed); applying for admissions to the Wright State University School of Graduate Studies; completing the application for the Professional Educator Program; taking the Graduate Record Exam (GRE or MAT); and completing the PEP Interview; (which includes interviewers from partnership schools and university faculty.

The PEP application requires either a GRE score of 800 or better or MAT score of 30+, proof of acceptance to graduate school, a copy of transcript analysis, a writing sample, two letters of recommendation (one from a faculty member in their content area and one from an employer, advisor or supervisor), a self assessment of career goals, a signed character statement for the state of Ohio, documentation of basic skills in keyboarding/word processing and use of electronic searching tools (i.e. CD-ROM), and transcripts of undergraduate work with GPA of 2.75 or better.

The interview process became a significant ingredient of intern selection. Some pre-teaching skills cannot be identified via paper. The interview revealed a human perspective. Through pre-interview preparation the interviewers identified a series of questions appropriate for the actual interviews. The questions fell into four categories; commitment to the teaching field, knowledge of the professional role, appropriate motivation toward the field, and realistic appraisal of personal liabilities. The Candidate Evaluation Interview Form centered on these categories. Each interviewer placed a form in the intern's file. The scores were averaged and the results were considered in the final selection decision.

Placement Changes

WSU felt that placing interns in a one year long experience certainly provided them with a holistic total ecology of that one school setting. What was lacking was both a culturally diverse and suburban placement of substance. From the National Field Directors Forum the following solution was derived.

It was decided that a semester/semester placement would insure two experiences of substance. It was further suggested that one placement be a middle school/junior high and the other a high school setting. The original ideas seemed so clear. What caused the placement office problems was finding the appropriate match for each content area. Thus something appearing to be quite simple turned into an intricately compounded task.

Field Program Overview

Summer

The PEP begins during summer school. Four academic courses are offered on campus with one field experience. For the academic courses, the interns attend three classes everyday, for the first five weeks of the term. The second five weeks interns work daily during the morning in year round schools (not the school district where they will spend the academic year). Two days a week they return to the university for one class in the afternoon. The four academic courses (ED 602 *Philosophy and Instruction With All Populations*, ED 621 *Human Development*, ED 622 *Instruction6al Design and Technology* and ED 709 *Reading Diagnosis)* are team taught by university faculty. An authentic assessment requirement, due at the completion of the school year, is introduced: The Professional Electronic PRAXIS Portfolio.

Before beginning fall term, the district requests state temporary substitute teaching certificates. These certificates are for liability reasons and permit interns to cover class if the lead teacher is involved in renewal projects. The decision by the school site advisory council permits interns to substitute in the lead teachers classroom if the interns are in the field on the day of the teacher's absence and it did not interfere with university course requirements.

Fall

The interns start fall term in the classrooms where they will spend the first semester of the academic year. By having no university responsibilities, interns become acclimated to the "total ecology of the school". University classes begin the third week. Some classes are held at public school buildings.

Winter

During winter term the interns are in the field every morning as well as all day on Friday. (Attachment A). Some university courses, like those in fall, are held at school sites. When the semester break occurs at the specific school-building interns report for the second semester experience.

The interns have the week between winter and spring terms, referred to as Clinical Field Experience II, to plan and research their full time internship teaching. Beginning with the first week of spring term, interns teach everyday, all day. Variations may occur. During the initial trial some interns made plans to team-teach

Summer

During the first five-week session of summer school, interns put the finishing touches on their Professional Electronic PRAXIS Portfolio, by taking ED 645 Internship Assessment. The second summer class required, ED 646 Design of Induction Year Project, assists interns in inquiry topics for their upcoming entry year of teaching. Although interns receive certification by successfully completing the coursework and internships, the master degree is awarded only after the successful execution of the inquiry project as well as demonstration of successful classroom teaching. The final project serves as accountability of the research, classroom teaching or related work fulfilling the instruction requirement. By keeping in contact during the interns' induction year, a support channel is provided.

Lessons Learned

As with any educational experience, reflections must illustrate both positive and negative lessons learned. We are most appreciative for Dr. Goodlad and his leadership team for the many lessons they learned, and subsequently shared so that we benefited from their experience.

One of the richest ideas articulated by the Goodlad and senior associates' philosophy was the need to establish governance or advisory councils. The advisory council, representing all the key players (interns, teachers, principal and WSU faculty) in the program, made decisions about the day to day operation of the PEP and building renewal efforts. Major decisions coming out of the council included attendance policy and procedures for professional days, absenteeism and personal days, substituting procedures, and renewal trip arrangements.

Another idea developed from Dr. Goodlad, et. al. supported having the partner school collaborate on renewal. The Advisory Council identified a yearlong renewal effort, which they desired to explore. E.J. Brown clinical faculty identified the multiage grouping as their inquiry topic.

Other of the many positive lessons learned include:

- Interns highly valuing all field internship work;
- Teachers validated that interns made major differences in PreK-6 students lives;
- Teachers were motivated to undertake extensive renewal activities;
- Teachers verified that they were more focused on personal excellence when entrusted with apprenticing a future educator;
- University faculty experienced the real world of day-to-day teaching;
- Intern problems were addressed quickly through concern conferences (five in fall term alone);
- Interns bonded with each other as a support groups; and

- The list of the liabilities was approached in a positive manner. It highlights those elements, which must be addressed. These include:

  —Interns must identify financial resources and support system for the year;

  —Interns and clinical faculty due process for disagreements/concerns must be clarified;

  —Teachers desire input into university curriculum and practice;

  —Better avenues for communication must be established;

  —More university attention is needed at the school site; and

  —Flexibility and civility must be stressed in summer coursework: i.e. classroom placement, syllabi or participants.

Outcome of the Semester-to-Semester Exchange

The Office of Professional Field Experiences learned many new lessons from the semester-to-semester switch. Two locations were needed for each intern which doubled the workload. As agreements occurred among and between clinical faculty over the semester-to-semester concept, a few clinical faculty requested not to serve as placement sites during the pilot 2000-2001 academic year. Thus, we learned that the lines of communication must be clear and open for clinical faulty to be apart of the decision-making process. Orientation for admission to the PEP must also address the semester-to-semester concept. A plus however, many interns that are experiencing urban and suburban placements are positive toward the semester-to-semester exchange

We now know that there is a need for an assessment instrument for insight on the interns' belief about their preparedness to teach in the cultural diverse settings. The current Teacher Education Department course sequence does not prepare first semester interns to "Lead Teach", nor are current TED course requirements compatible with the second semester placements of the interns. Consequently, faculty must adjust timelines to match placements.

In Summary

The semester-to-semester exchange increased the faculty's awareness of the need to enrich classes with culturally diverse materials.

Evidence indicates that the Professional Educator Program proved dynamic and enriching for beginning practitioners. These interns were exposed to and participated in more than a year of field experiences. They are ready! Their PRAXIS-based electronic portfolios demonstrate teaching proficiency in the four critical Domains and their comments and teaching are visibly displayed. If asked if these interns are more competent the answer would definitely be that "Theses educators are better prepared instructors".

However, we are now faced with a field-based ethical and accreditation dilemma. After conversations with past interns, we found that interns spending an academic year in suburban schools had difficulty teaching in urban settings. Thus, we desire to provide all interns with a quality extended urban experience. Some clinical faculty and interns expressed concern over the dissolution of the rich yearlong practicum. Many voices supported starting and completing the year with the same PreK-12 students as the most beneficial. This model really allows the interns to experience the total ecology of the school. Please assist us in our search for an educationally sound decision, which permits us to prepare teachers to teach all students and enable these students learning success. We are in need of ways to research the Semester-to-Semester Exchange and how successfully the pre-service educators acclimate to urban and suburban settings. There is also an essential obligation to assist them in becoming successful in these environments. Suggestions on ways to accomplish these goals would be greatly appreciated.

References

Dayton Public Schools and Wright State University Partnership Agreement. (1998) (Available from the College of Education and Human Services, Wright State University, Dayton, Ohio 45435)

Farr, R. (1990 October). Integrating language arts programs. State Department Leadership Development Institute, Columbus.

Goodlad, J. (1994). Education renewal: Better teachers, better schools. San Francisco, CA: Jossey-Bass Publishers.

Goodlad, J. (1990). Teachers for out nation's schools. San Francisco, CA: Jossey-Bass Publishers.

Killion, J. and Todnem, G. (1991 March). A process for personal theory building. Educational Leader, pp. 14-16.

Milestone one: A synthesis report. (Available from the College of Education and Human Services, Wright State University, Dayton, Ohio 45435)

Milestone two: A synthesis report. (Available from the College of Education and Human Services, Wright State University, Dayton, Ohio 45435)

National Network for Educational Renewal. (1994) Partner schools: definitions and expectations [Brochure]. Clark, R. W. & Hughes, D. M.: Authors

Paulson, L. and Paulson, P. (1990, August 15). How do portfolios measure up? a cognitive model for assessing portfolios. Paper presented at the annual meeting of Northwest Evaluation Association.

Rybczynski, M. (1991 Spring). Understanding a portfolio approach to writing assessment. Ohio Journal of English Language Arts, pp. 34-38.

Sizor, T. (1992). Horace's school: Redesigning the american high school. New York: Houghton Mifflin Company.

Shulman, L. (1988 November) "A union of insufficiencies: strategies for teacher assessment in a period of educational reform. Educational Leadership, pp. 36-41.

Shulman, L. Bird, T. and Haertel, E. (1989). Toward Alternative Assessments Of Teaching: A Report of Work in Progress. Stanford, California: Teacher Assessment Project.

Tennessee career ladder better schools program. (1984). Nashville: Tennessee State Department.